DOCUMENT RESUME

ED 158 811 JC 780 469

AUTHOR	Byrd, R. Eugene, Ed.
TITLE	Junior and Community College Research, Texas, 1977-78. The Seventh Annual Report to the Texas Association of Junior and Community College Instructional Administrators.
INSTITUTION	Texas Association of Junior Coll. Instructional Administrators.
PUB DATE	Jun 78
NOTE	53p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Administrator Characteristics; *Chief Administrators; College Deans; Community Colleges; External Degree Programs; *Institutional Research; Instructional Innovation; *Junior Colleges; Leadership Styles; Readability; Research Committees; *Research Reviews (Publications); Small Colleges; *State Surveys; Vocational Education
IDENTIFIERS	Educational Administrative Style Diagnosis Test; *Texas

ABSTRACT

The first of three studies presented in this report investigated the role of the academic dean/dean of instruction as related to the effectiveness of educational leadership in junior colleges. Using the Educational Administrative Style Diagnosis Test and the Educational Administrative Appropriateness Test, 60 deans, representing 47 Texas community colleges, were surveyed; 88% responded. No significant difference was found between dominant administrative styles and ability to choose the more appropriate behavior in a variety of situations. In the second study, deans of instruction at 29 small Texas junior colleges were surveyed to determine the level of institutional or in-house research; whether a systematic procedure for compiling information existed, what information was compiled, how it was used, and who used it. Responses from 26 deans indicated that only 9 schools budgeted for institutional research, and 12 respondents felt the level of research was adequate. The final study presents the results of a survey of college and university presidents and school superintendants in member institutions of the Southern Association of Colleges and Schools on their attitudes toward external degree programs; attitudes were significantly more positive toward external programs in direct relationship to the similarity to traditional doctoral degrees. Abstracts of ten other research reports are included. (MB)

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JUNIOR AND COMMUNITY COLLEGE RESEARCH

TEXAS, 1977-78

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THE

SEVENTH ANNUAL REPORT

TO

THE TEXAS ASSOCIATION

OF

JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

JUNE, 1978

JC 780 469

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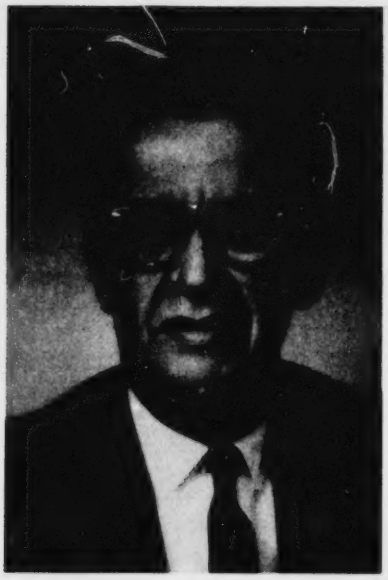

Dr. James W. Reynolds

At a meeting of the Texas Junior College Teachers Association in Fort Worth in February of 1969, Dr. Reynolds suggested to a group of junior college academic administrators that it would be prudent for them to have an organization so they could meet from time to time to discuss their problems and exchange ideas that might be mutually beneficial. From this suggestion and much encouragement from Dr. Reynolds grew our present organization.

When the Association was established and in good health, Dr. Reynolds suggested that a Research Committee might be a useful adjunct to the organization's activities and offered his services and the facilities of The University of Texas at Austin for initial and subsequent meetings. This committee was organized and duly appointed and Dr. Reynolds hosted its meetings for the first years. He has maintained his interest in the committee and has made numerous contributions over the years with research material and good advice.

Now that Dr. Reynolds' retirement is imminent, we, the Research Committee, want to express our appreciation for his work and his unceasing support by dedicating this volume of our annual research report to "Our Founding Father," Jim Reynolds.

Preface

The research report this year reflects the first effort to standardize format. During two meetings in 1977-78, the committee discussed a new format for the publication. As a result a proposed format and procedure were presented at the winter meeting of the association in Houston. The group at large approved the proposal.

The guidelines for the format and procedure were sent out in March to all members of the association and also to faculty in the universities who are involved in junior/community college education programs. Because of this short notice some contributors were not able to comply with all the guidelines. However, we are pleased with the progress which has been made.

As a part of the new procedure, an ad hoc committee consisting of Bruce Golemon, Loyd Hughes, Levi Hall, and Ray Hawkins met with me to select the items to be printed. A special thanks is extended to them.

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EDUCATIONAL LEADERSHIP: THE ACADEMIC DEAN

by

Robert Wayne Hudson

April 1978
University of Houston

A report presented to the Research Committee of the Texas Association of Junior and Community College Instructional Administrators.

ABSTRACT

Study Rationale and Purpose

Community and junior college literature supports the fact that the community junior college wishes to be known and recognized as a "teaching college" and that the individual within the administrative structure primarily responsible for promoting the teaching-learning process is the academic dean/dean of instruction.

The purpose of this investigation was to study the effectiveness dimension of educational leadership on the campus of community junior colleges. The target population was the academic dean/dean of instruction of all two-year public community junior colleges in Texas. The total identified population of academic deans/deans of instruction was 60, representing 47 community junior colleges, districts, or systems. From this identified population, a usable sample of 53 or 88 percent participated in this investigation.

Conceptual Framework

The conceptual frame of reference utilized in this investigation was that developed by W. J. Reddin, a "3-D Theory of Leadership Effectiveness" as presented in his book, Managerial Effectiveness (1970). This framework represents a "situational" approach to the study of leadership. The situation and its various elements must be understood before utilizing a particular leadership style. Leader effectiveness results from an appropriate match between a specific leadership style and situation requiring that specific style.

Methodology and Procedures

In order to assess effective/less effective educational leadership on the part of the deans, two instruments were utilized: (1) the "Educational Administrative Style Diagnosis Test," EASDT (with modified instructions), and (2) the "Educational Administrative Style Appropriateness Test," EASAT. The former is the result of research undertaken by Reddin and Reddin and served to identify the dean's dominant basic leadership style; the latter is an instrument of original design and measured the dean's response to specific situations. The EASAT is composed of 12 situations typical of those confronting an academic dean/dean of instruction of a community junior college. Each situation is presented in a short narrative format with four corresponding alternative response behaviors; one representing each of the four basic leadership styles as presented by Reddin. For each situation, one of the alternative response behaviors was identified by a panel of experts to be the more appropriate alternative given the specific situation.

Findings and Conclusions

Contrary to what was hypothesized, no significant difference was found between dominant styles as exhibited by participating deans and their ability to choose the more appropriate response behavior to a variety of situations

demanding different leadership styles. The identification of the dean's dominant style via the EASDT and his/her response to situations comprising the EASAT demanding that style did not provide to be significantly different when comparing a group of deans with a specific dominant style and their scores on the EASAT with all other deans as a group and their scores. Regardless of style, deans were able to diagnose a variety of situations and choose the more appropriate and therefore more effective style 77 percent of the time for situations comprising the EASAT. The overall high correlation of style to situation supports two important constructs of 3-D theory of leadership: (1) the ability of the leader to diagnose a specific situation and weigh the important element demands, and (2) the ability of the leader to choose the more appropriate behavior or style for that specific situation. This high percentage of more appropriate response behaviors to specific situations as measured by the EASAT, reflects a "perceptual" flexibility." The EASAT appears appropriate for diagnostic and instructional purposes.

EDUCATIONAL LEADERSHIP: THE ACADEMIC DEAN

Rationale

There has been a great deal said and written concerning the mission of the community junior college and its responsibilities in the area of post-secondary education. One factor by which most community junior colleges wish to be known and recognized is their zeal in promoting the teaching-learning process. "The community college has been identified essentially as a 'teaching institution'" (Robin, 1974, p. 18). As a teaching institution its primary mission is one of promoting the teaching-learning process, a process in which the student's level of learning should increase. Efforts in this area have been so intense that many refer to the community junior college as a "teaching college" as opposed to a research oriented institution. If this image of a "teaching college" is truly the raison d'etre and not merely rhetoric, and, if the available human and material resources are being utilized to promote this teaching mission, then the question of effective educational leadership becomes paramount -- leadership which emphasizes "the initiating of a new structure or procedure for accomplishing an organization's goals and objectives" (Lipham, 1964, p. 122). Circumstances surrounding the phenomenal growth of the community junior college brings with it additional pressures to respond effectively and efficiently to its mission. Those who are in positions of educational leadership are potential vanguards in molding the mission and identity of the community junior college's role and scope within the realm of postsecondary education. The individual within the administrative structure of the community junior college responsible for carrying out this mission is the academic dean/dean of instruction (Anderson, 1973). A major responsibility of the academic dean has been and will be instructional leadership (Shawl, 1974). Somewhat more direct is Robin's (1974) statement: "The central focus of the Academic Dean's role will always be INSTRUCTIONAL LEADERSHIP" (p. 24). An instructional leader is one who is "committed to improved education (increased student learning) in his institution" (Cohen and Roueche, 1969, p. 11).

The following report presents a synthesis of a dissertation presented to the faculty of the College of Education, University of Houston, 1977, and titled, "An Assessment of Effective/Less Effective Educational Leadership on the Campus of Two-Year Public Community Junior Colleges in Texas." The purpose of this research was to study the effectiveness dimension of educational leadership on the campus of community junior colleges, utilizing a specific theoretical base. The target population was the academic dean/dean of instruction of all two-year public community junior colleges in Texas. The total identified population of academic deans/deans of instruction was 60, representing 47 community junior colleges, districts, or systems. From this identified population, a usable sample of 53, or 83 percent, participated in this investigation.

Theoretical Framework

Assuming that the mission of the community junior college is that of increasing student learning, and that the individual responsible for this mission is the academic dean/dean of instruction, then his/her role as instructional leader becomes pivotal in carrying out the mission of the college.

The multiple directions toward "improved education" taken by the community junior college will depend greatly on the leadership provided by the academic dean/dean of instruction.

Therefore, the key question is: What constitutes effective educational leadership? In an attempt to answer this question, there are at least three general schools of thought as summarized by Gibson, Ivancevich, and Donnelly (1973). First, there is what is known as "trait theory," an approach which seeks to identify those general traits or characteristics which distinguish the effective leader from the less effective. Once sufficient research had been undertaken, the common physical, psychological and social characteristics could be identified and, therefore, the effective leader. The second general school of thought is that of "behavioral theory." Those who have studied leadership from this perspective believe that effective leadership is dependent on leader behavior or leadership styles. This research has led to various dimensions of leadership behavior and continuua differentiations. Finally, the third school of thought, from whence the theoretical constructs for this investigation were derived, is known as "situational theory." "This approach to leadership advocates a leader understanding his own behavior, the behavior of his subordinates, and the situation before utilizing a particular leadership style" (Gibson, et al., 1973, p. 453). Leader effectiveness depends, therefore, on the appropriateness of a particular style given a specific situation requiring leadership. Effective educational leadership (EEL) is a function (f) of the leader (L), the follower (F), and the situation (S).

$$EEL = f(L, F, S)$$

Using as a base the undergirding principles of the situational theory of leadership, one can draw some major assumptions concerning the notion of effective educational leadership.

1. Effective educational leadership is dependent on the appropriateness of leadership behavior given a specific situation.

2. Effective educational leadership is dependent on the leader's ability to diagnose situations requiring leadership and to select and respond with the appropriate style.

3. Effective educational leadership is dependent on the degree of leadership behavior flexibility when and where required for effective leadership.

4. Effective educational leadership is not dependent on one specific dominant leadership style.

5. Leadership styles can be effective or less effective depending on the situation in which the style is being used.

6. Effective educational leadership occurs when there is an appropriate "match" between the leader's style and situation demanding that particular style.

7. Less effective leadership occurs when there is an inappropriate match between the leader's style and situation demanding a particular style.

To fully understand what constitutes effective educational leadership on the part of the academic dean/dean of instruction, it is necessary not only to look at certain traits or characteristics of the leader, nor merely his/her leadership style, but also to look at the total situation and factors which have an impact on his/her effectiveness as a leader.

A primary indicator of effective educational leaderhsip is the appropriate match between leadership style to situation requiring leadership. "The administrator must be sensitive to appropriate or inappropriate leadership styles in motivating workers. Awareness of his own leadership style and how to use it effectively will enhance the potential of the organization to reach its goals" (Lahti, 1975, p. 7). If one's leadership style is appropriate to the situation, then the probability of effectiveness in one's ability to lead is greatly enhanced. On the other hand, if one's style is not appropriate to the situation, then one alternative is to effectively diagnose the situation and choose that style which is appropriate.

Reddin's 3-D Theory

The specific "situational" theory of leadership utilized as a frame of reference for this investigation was that developed by W. J. Reddin, a "3-D Theory of Leadership Effectiveness" as presented in his book, Managerial Effectiveness (1970).

> At the heart of the 3-D theory [of Leadership Effectiveness] is a very simple idea. It was discovered in a long series of research studies conducted by psychologists in the United States. They discovered that the two main elements in leadership behavior concerned the task to be done and relationships with other people. They also found that leaders sometimes emphasized one and sometimes emphasized the other, and that these two elements of behavior could be used in small or large amounts (Reddin, 1970, p. 11).

Reddin has chosen the terms Task Orientation and Relationships Orientation to represent these two elements of behavior or dimensions:

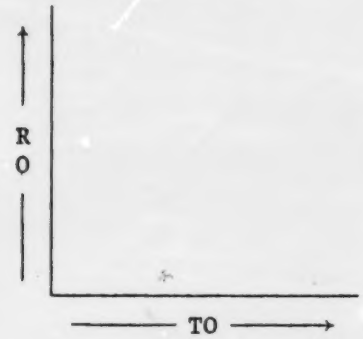
> Task Orientation (TO) The extent to which a [leader] directs his own behavior and his subordinates' efforts; characterized by initiating, organizing, and directing.
>
> Relationships Orientation (RO) The extent to which a [leader] has personal job relationships characterized by listening, trusting, and encouraging (Reddin, 1970, p. 24).

These two dimensions are not seen as continuous but as independent variables. That is, leader behavior may be represented by a high degree of both dimensions, a low degree of both or combination of the two. Based on this

independence, the two dimensions, Task Orientation (TO) and Relationships Orientation (RO) can be plotted at right angles on horizontal (TO) and vertical (RO) axes as the following figure illustrates:

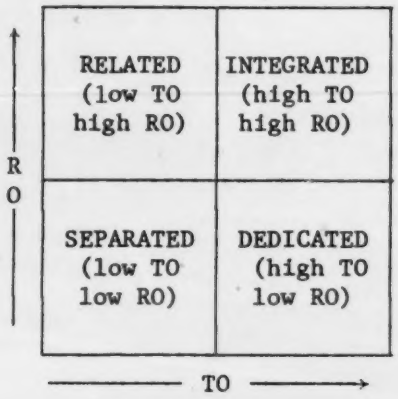
Figure 1

TO and RO Axes



Further, if the above figure was to be divided into four equal parts, or quadrants, four different combinations of TO and RO can be plotted with corresponding style nomenclature as identified by Reddin and presented in the following figure.

Figure 2



Each one of these quadrants represents a basic leadership style or "the way in which a [leader] behaves as measured by the amount of Task Orientation and Relationships Orientation he uses. The four basic styles are integrated, dedicated, related, and separated" (Reddin, 1970, p. 33).

Integrated Style A basic style with more than average Task Orientation and more than average Relationships Orientation.

Dedicated Style A basic style with more than average Task Orientation and less than average Relationships Orientation.

Related Style A basic style with less than average Task Orientation and more than average Relationships Orientation.

Separated Style A basic style with less than average Task Orientation and less than average Relationships Orientation (Reddin, 1970, p. 33).

Building upon these two dimensions, Task Orientation and Relationships Orientation, Reddin introduces a third dimension which he calls Effectiveness.

> Further researches conducted at several universities clearly establishes that any of these four basic styles of behavior could be effective in certain situations and not effective in others. Their effectiveness depends on the situation in which they are used. This means that each one of the four basic styles has a less effective equivalent and a more effective equivalent, resulting in eight leadership styles (Reddin, 1970, p. 12).

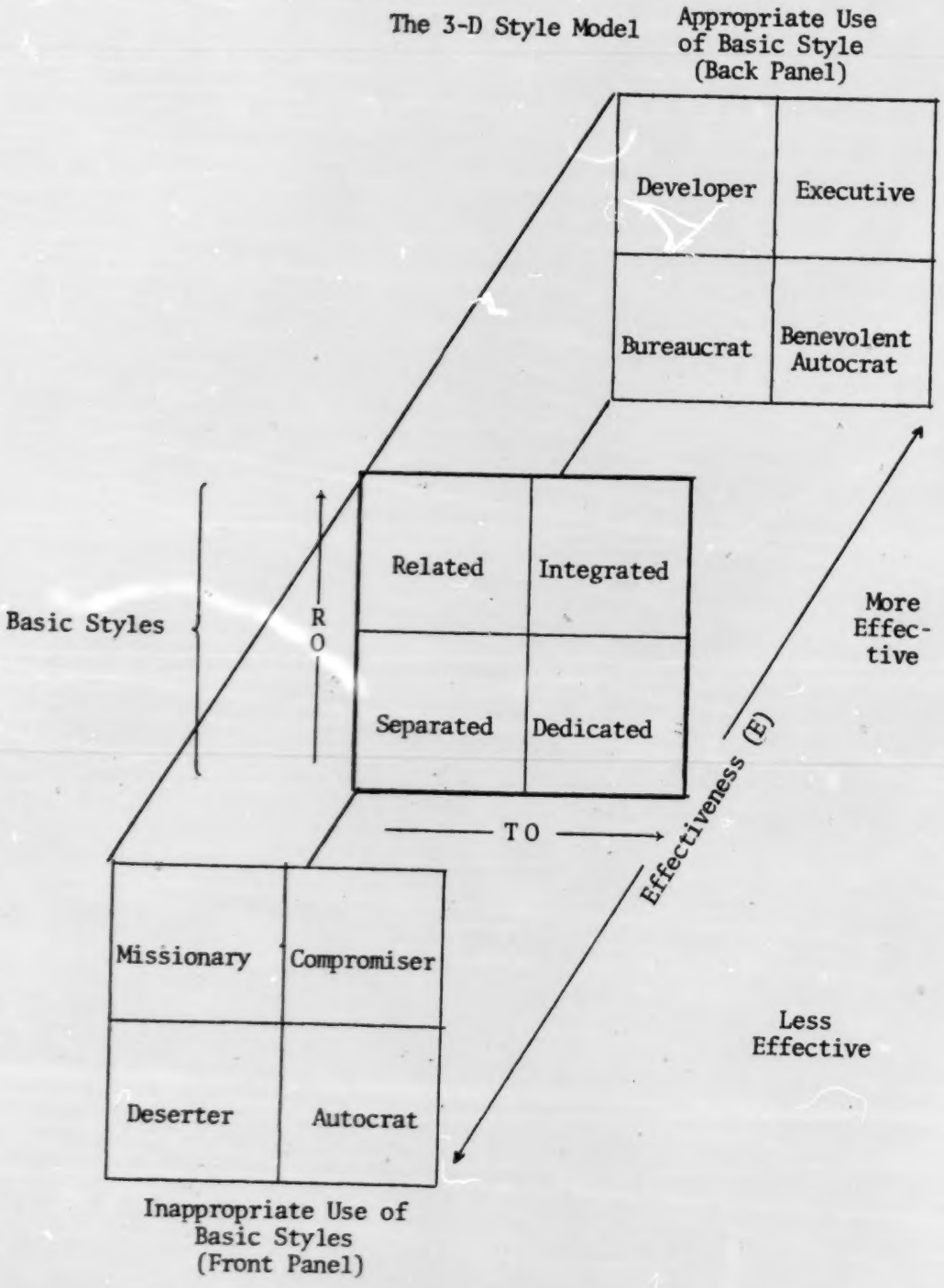
If leader effectiveness depends on the basic style being used appropriately or inappropriately, then there are appropriate and inappropriate situations for each basic style. "The added third dimension could be labeled 'appropriateness of style to situation.' As this appropriateness results in effectiveness, 'E' for short, this term is used instead. Thus, the more appropriate style and more effective style mean the same thing" (Reddin, 1970, p. 39). When a basic style is used appropriately, that is, in a situation requiring that basic style, the labels of Integrated, Dedicated, Related and Separated are no longer used. Instead, the appropriate use of these basic styles are labeled Executive, Benevolent Autocrat, Developer, and Bureaucrat respectively. Likewise, when the basic styles are used inappropriately, the labels are those of Compromiser, Autocrat, Missionary, and Deserter respectively. Each basic style has an effective-appropriate equivalent as well as a less effective-inappropriate equivalent. "The behavior and situation are considered together. If they match and the style is seen as appropriate, the more effective label is applied. If they do not, then the less effective label is applied" (Reddin, 1970, p. 45). Incorporating these more effective and less effective labels, the 3-D conceptual model of four basic styles and corresponding eight leadership styles complete the third dimension as presented by Reddin (Figure 3).

"These eight leadership styles then are not eight additional kinds of behavior. They are simply the names given the four basic styles when used appropriately or inappropriately. . . 3-D distinguishes sharply between behavior and the effectiveness of behavior" (Reddin, 1970, p. 13). The front panel on Figure 3 represents the four less effective leadership styles, the middle panel the four basic styles and the back panel the four more effective leadership styles. "Styles are best seen in relation to specific situations. Any style has a situation appropriate to it, and many situations inappropriate to it" (Reddin, 1970, p. 39).

Findings and Conclusions

In order to assess effective educational leadership on the part of the academic deans/deans of instruction of two-year public community junior colleges

Figure 3


The 3-D Style Model
Appropriate Use of Basic Style (Back Panel)
Developer
Executive
Bureaucrat
Benevolent Autocrat
Related
Integrated
Separated
Dedicated
Basic Styles
R O
T O
More Effec-tive
Effectiveness (E)
Less Effective
Missionary
Compromiser
Deserter
Autocrat
Inappropriate Use of Basic Styles (Front Panel)

in Texas in light of the importance of both style and situation, two instruments were utilized: (1) the "Educational Administrative Style Diagnosis Test-Modified (EASDT-M); and (2) the "Educational Administrative Style Appropriateness Test" (EASAT). The former is an instrument developed by Reddin and Reddin (1975) and its use was primarily to identify the deans' dominant basic style--that style which the dean had a tendency to use most frequently. Based on the EASDT-M, each dean was classified either as Integrated, Dedicated, Related, or Separated with regard to his/her dominant basic style. The latter test--EASAT is an instrument of original design. The EASAT is composed of 12 specific decision-making, problem-solving, and task-related situations which are typical of those confronting the academic dean/dean of instruction of a two-year public community junior college. Each situation has four corresponding alternative response behaviors, one of which has been identified by a panel of experts to be the more appropriate response or behavior given the specific situation. The four alternative behaviors reflect Reddin's four basic leadership styles--Integrated, Dedicated, Related, and Separated. The purpose of this instrument was to measure the level of leader effectiveness based on the choice of the more appropriate response to each of the 12 situations, three demand an Integrated style if the leader is to be more effective, and likewise three situations demand the other three basic leadership styles. The relationships between the deans' dominant leadership style and his/her response to situations requiring that dominant style as measured by the EASAT was the primary purpose of this investigation. When a dean uses his/her dominant style in situations demanding that style, his/her behavior is considered to be more appropriate or more effective. On the other hand, when a dominant style is used in situations requiring a different style, then the dean's behavior is considered to be inappropriate or less effective. The appropriate match between leadership style and situation is a predictor of leader effectiveness. That is, if a specific situation demands a particular leadership style (a la EASAT), and the leader is able to respond or behave accordingly, then the leader's effectiveness increases. The appropriate match between leadership style and situation style demand is central to effective leadership. Therefore, it is essential that leaders be able to identify their own leadership style, diagnose the specific situation requiring leadership, and respond with the more appropriate leadership style for that situation.

The major hypothesis chosen for this investigation was that a dean who exhibited dominance in a particular basic leadership style as identified by the EASDT-M would choose the more appropriate alternative behavior on the EASAT for each situation demanding his/her dominant style, and would score significantly higher than those deans exhibiting dominance in one of the other three basic styles. That is, a dean who exhibited an Integrated dominant style would score significantly higher on the EASAT for those three situations demanding an Integrated basic leadership style.

The data collected via the EASDT-M, and the EASAT, reveal the following concerning the deans' basic leadership style and its appropriate or effective use. From a total sample of 53 deans, 49 percent (n = 26) exhibited a Separated style; 28 percent (n = 15) a Related style; 17 percent (n = 9) an Integrated style; and 6 percent (n = 3) a Dedicated dominant basic leadership style (see Table 1).

Table 1

DEANS' DOMINANT BASIC STYLE DISTRIBUTION

Dominant Basic Style	Frequence n	Percentage %
Integrated	9	17
Dedicated	3	6
Related	15	28
Separated	26	49
TOTAL	53	100%

Based on the assumption that a dean's dominant basic leadership style would emerge in situations demanding that dominant style, how did the deans respond to the situations comprising the EASAT? Some general conclusions may be drawn from the description data presented in Table 2.

Table 2

DEANS' DOMINANT BASIC STYLE AND CORRESPONDING SCORE AND PERCENTAGE OF MORE APPROPRIATE RESPONSES TO THE EASAT WITHIN EACH OF THE FOUR BASIC STYLE DEMAND CATEGORIES

BASIC STYLE DEMAND CATEGORY[a]	DOMINANT BASIC STYLE									
	Integrated (n = 9)		Dedicated (n = 3)		Related (n = 15)		Separated (n = 26)		Total (n = 53)	
	Score[b]	%	Score	%	Score	%	Score	%	Score	%
Integrated (3 situations)	24	89	7	78	35	78	69	88	135	85
Dedicated (3 situations)	24	89	8	89	39	87	72	92	143	90
Related (3 situations)	21	78	5	56	38	84	57	73	121	76
Separated (3 situations)	15	56	5	56	24	53	45	58	89	56
TOTAL	84	78	25	69	136	76	243	78	488	77

[a]The basic style demand category represents the more appropriate style response per situation.

[b]Maximum score within each of the four basic style demand categories equals n X 3.

1. Deans with a dominant Integrated basic leadership style chose 89 percent of the time the more appropriate Integrated behavior for situations demanding such behavior. This percentage represents the highest score across dominant basic styles for Integrated situations.

2. Deans with a dominant Related style chose the more appropriate behavior 84 percent of the time for situations demanding this dominant style. That percentage scored by Related deans on Related situations is 6 percent higher than any other combination of basic style to Related situations.

3. Deans with a dominant Dedicated style (despite the small stratum n = 3) responded more appropriately 89 percent of the time in situations demanding a Dedicated behavior.

4. Although situations demanding a Separated behavior received the least amount of more appropriate responses, deans who were dominant in a Separated style scored the highest percentage (58%).

5. Regardless of a dean's dominant style, all scored relatively the same within each of the basic style demand categories. Deans scored high on Integrated, Dedicated, and Related situations (from 73% to 92% more appropriate responses)--the only exception being Dedicated deans in Related situations (56%).

6. All deans regardless of style scored low on Separated situations. The percentage of more appropriate response ranged from 53 percent to 58 percent.

7. Academic deans were able to effectively diagnose a variety of situations and choose the more appropriate response 77 percent of the time as measured by the EASAT.

With regard to correlation of dominant style to situation, the above percentages represent the highest match between dominant style and situations demanding a specific dominant style (with the exception of deans with a dominant Dedicated behavior) and their response to situations demanding that behavior). Integrated, Related and Separated deans' scores were higher in situations demanding their respective dominant styles than scores of deans with different dominant styles. Although a high correlation exists between a dean's dominant style as identified via the EASDT-M and his/her response to situations comprising the EASAT demanding that particular style, this did not prove to be significantly different when comparing a group of deans with a specific dominant style and their scores on the EASAT with all other deans as a group and their scores when empirically tested.

Perhaps the most important data, however, with regard to the leadership role of the deans, is not the deans' high effectiveness rating (match between style and situation) but his/her perceived dominant leadership style. Forty-nine percent (a plurality) of all deans perceived their dominant style in the job they now have as being descriptive of a Separated style--low Task and low

Relationships Orientation. Yet, when the deans were given an opportunity to choose a specific leadership style given a variety of situations demanding different leadership styles, they were reluctant to behave in a Separated manner, even when that would have been the more appropriate behavior. Some possible causes for this might include:

1. Theoretical influences of a behavioral nature--that of a normative style--where low Task and low Relationships Orientation would be least of all possible "ideal" styles;

2. A weakness in diagnostic skills with regard to Separated type situations;

3. A feeling that to lead always requires at least a high degree of one or both Task/Relationships Orientation; and

4. A breaking away from possible organizational style demands.

With the possible exception of cause number 4, all have their rootage in the behavioral approach to leadership analysis. These causes can only be eradicated by means of internalizing a different set of theoretical constructs with regard to leadership theory, an evolutionary process in the hands of those who advocate a situational approach to leadership analysis, a step taken by this investigation.

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INSTITUTIONAL RESEARCH IN SMALL JUNIOR COLLEGES IN TEXAS

By Dr. R. B. Golemon, Academic Dean, Ranger Junior College

In-house research, better known as institutional research, is a sometime thing in the small junior colleges of Texas. This is the opinion of the researcher based on a survey of the junior colleges with enrollments of 3,000 students or less.

The Research Committee of the Texas Association of Community and Junior Colleges was of the opinion that information on and the utilization of institutional research in the smaller junior colleges of Texas could result in a better use of time and effort by the various institutional researchers.

The process of preparing this survey instrument was based on two assumptions. The first was the identification of "small" junior colleges. It was assumed that in Texas a "small" junior college was one that had a head-count enrollment of 3,000 students or less based on the reports of enrollment figures for 1976-77. The justification for this assumption was a junior college with more than three thousand students would have sufficient personnel and finances to warrant the employment and use of a full-time institutional researcher. (If the Gross Study ERIC Topical Paper No. 62 is valid, this could easily be an erroneous assumption).

The second assumption was that small junior colleges in Texas have no systematic procedures for compiling information of a statistical nature so that appropriate information can be gathered for policy and operational decisions. This presumes decisions are made in developmental, financial and procedural areas without sufficient institutional information.

It would be appropriate at this point to state what is meant by institutional or in-house research. For the purposes of this survey, institutional research is defined as the compilation, codification, and analysis of statistical information in such areas as enrollment and student characteristics, student credit-hour production (academic, vocational, or adult education), gradepoint averages, faculty utilization, and completion or graduation. An institutional researcher is defined as the one individual responsible for amassing this information and analyzing it for administrative decision making.

The survey instrument was prepared in such a manner that a response would take a minimum of time. It was a check sheet that could be answered yes or no and covered four general questions.

1. Is there a systematic procedure on campus for compiling information?
2. What information is compiled?
3. How is the information used?
4. Who handles this information?

Twenty-nine questionnaires were sent to the deans of instruction or vice-presidents for instruction. This summary includes 26 responses (90% returned).

In response to question one, seventy-five percent of the respondents state they have a systematic procedure for compiling information.

Question two asked about twenty-five categories of information collected. Only in three of these is information amassed by all the respondents: contact hours by HEGIS classification, ethnic origin, and sex. Twenty-four colleges keep cumulative grade reports for the campus, cumulative grade reports by individual teachers, contact hours generated by each teacher, full-time vs. part-time students, and the number of out-of-state students. Twenty-three schools keep a tally on foreign students. Twenty-two colleges amass summaries of individual GPA's and the number of students needing financial assistance. Twenty schools compile information on the number of first-time entry of students. Eighteen colleges keep statistics on the number of students who participate in inter-collegiate athletics. Seventeen schools amass class attendance reports and student use of the library. Sixteen schools keep a record of the age categories of students. Fifteen colleges summarize the totals of student GPA's. Fourteen schools accumulate information on the number of student transfers in/out, institutional cost per contact hour by HEGIS classification, and summaries of student majors. Twelve colleges keep laboratory attendance and the number of students who participate in intramural athletics. Nine schools determine institutional cost for administrative services by contact hour. Eight colleges record faculty attendance at professional meetings. Seven schools maintain records on faculty self-development projects, and faculty memberships in professional organizations.

Since the spectrum of information that can be useful is so wide, the responses to question three were also divergent. All the respondents use some information for determining the list of honor students and to complete HEW and CB (Coordinating Board, Texas Colleges and Universities) reports. Twenty-four respondents use the information gathered for counseling students for degree purposes. Twenty-three colleges use information for counseling students for probation or suspension. Twenty-two schools use information for VA attendance reports. Twenty colleges use the information to determine the need for and number of part-time instructors. Nineteen respondents utilize the information gathered to determine economic feasibility for increasing or decreasing personnel in a department, course, or division. Seventeen schools use the information to determine overload payments for teaching. Fifteen schools project departmental budgets for the next year. Fourteen schools determine areas of increasing service to the community and estimate probable "income" for the next year. Only one college uses this information for merit salary increases and one school uses it as a part of determining tenure for faculty.

The fourth area was made up of five questions. Where there is no one person responsible for the accumulation of information (an institutional researcher), who usually does it? Since one junior college in the respondents has a coordinator of institutional research, various bits of information were gathered by the registrar (fourteen colleges), the academic dean (fifteen), counseling (five), the vocational dean (five), the dean of students (twelve) and a list of others including the business manager (three), the department chairman, the librarian, a vice-president, an assistant president, and a research and development person.

Of the twenty-six respondents, only nine budget for institutional research. Ten schools indicated they were content with their institutional research, fourteen said they needed more, and one respondent said he needed less.

Opinions on the adaquacy of institutional research were divided almost equally: Twelve said yes, fourteen said no. Opinions on the usefulness of information of this nature on a state-wide basis brought twenty-one yes responses, three no responses, and two with no opinion. A few comments were made on the state-wide information (IV,5); selective data would be useful; sharing methods of collecting data would be useful; information on how data would be used; and the possibility of problems with the Buckley Amendment.

A cursory examination of the reports indicates some obvious comments. The first is that every junior college needs some institutional research so that certain required reports to state and federal agencies may be facilitated. Second, there may be "reason" but there is no "rhyme" to the assignment of responsibility for assimulating information. The varying number of assignments (IV,1) shows considerable overlay in the areas. Twenty-five colleges show a total of 57 persons responsible for statistical information. Since the state of Texas has a follow-up system required of each state supported junior college, this item was not included in the survey nor will it be considered here.

One of the initial assumptions that there is no systematic procedure in compiling information seems to have been in error. Seventy-five percent of the responses indicated there is a system of some sort on the campuses. When this is compared with the question on who does the work, there is a wide variety of offices responsible for it. Then, too, only 38% of the respondents are content with the arrangement and 46% say their system is adequate. These responses seem to indicate that fewer than 50% of the decisions made in developmental, financial, and procedural areas are with adequate institutional information.

The selection of information to be gathered and the use to which it is put indicates to some extent the individuality and community needs of the responding institutions.

The purpose of this survey was to find out, within general areas, what information is being gathered and what use is being made of it in the small junior colleges in Texas. Institutional administrators (at least their institutions) are being taxed more and more to produce statistical information for the federal government, the state government, and accrediting associations; and at the same time, there are areas of information peculiar to each campus that is needed to make decisions that affect only the local institution. Such items as full-time professional personnel needs, departmental operation expenses, overload pay, the need for part-time teachers, and estimates of operating funds for each department or division are bits of information available only on the local campus.

It would seem then that some attention should be paid by the administration to a systematic procedure for procuring information to be maintained in a single respondent or office, and that funds should be budgeted for institutional research so that decisions germane to institutional activities would have a substantial basis in statistical information. Without this kind of information an administrative decision is a more or less educated guess.

IN-HOUSE RESEARCH

Name of College; Summary
Respondent: 26 of 29

Please check the responses that apply to your college.

I. We have a systematic procedure for assimulating pertinent on-campus information. 73% Yes 27% no

II. From local sources we accumulate the following information:

1. Cumulative grade reports (total for campus).....92%
2. Cumulative grade reports (by individual teacher).....92%
3. Class attendance reports.....65%
4. Laboratory attendance reports by course.....46%
5. Contact hours generated by departments (divisions) based on HEGIS numbers.....100%
6. Contact hours generated by individual teachers.....91%
7. Summaries of student GPA's (totals).....58%
8. Summaries of individual student GPA's.....85%
9. Summaries of student majors.....54%
10. First-time entry of students.....77%
11. Numbers of student re-entries.....46%
12. Numbers of student transfer.....54%
13. Sex of students.....100%
14. Ethnic origins of students.....100%
15. Age categories of students.....62%
16. Full-time, part-time students.....92%
17. Student use of the library.....65%
18. Number of out-of-district in-state students.....85%
19. Number of out-of-state students.....92%
20. Number of foreign students.....88%
21. Number of students requiring financial aid.....85%
22. Number of students participating in intercollegiate athletics.....69%
23. Number of students participating in intermural athletics.....46%
24. Institutional cost per contact hour by HEGIS in academics.....54%
25. Institutional cost for administrative services by contact hour. (Departmental Operating Expenses).....35%
26. Faculty self-development projects.....27%
27. Faculty membership in professional associations.....27%
28. Faculty attendance at professional meetings.....31%

III. We use this information for:

1. Counseling students for degree purposes.....92%
2. Counseling students for probation or suspension.....88%
3. Determining list of honor students.....100%
4. Attendance reports for VA.....85%
5. Determining economic feasibility for increasing or decreasing personnel in a department, course or division.....73%
6. Determining areas of increasing services to a community.....54%
7. Completing HEW and CB reports.....100%
8. Determining need and number of part-time instructors.....77%
9. Estimating funds for CWSP and similar programs.....65%

10. Cost analysis.....65%
11. Merit salary increases.....4%
12. Overload payments for teaching.....62%
13. Projecting departmental budgets for next year.....58%
14. Estimating probable "income" for next year.....54%
15. Determining tenure for faculty.....4%

Please list any other uses to which you put this information.

IV. Potpourri

1. If you do not have a person responsible for institutional research, who usually does it? (one or more)

Registrar.....54%
Academic Dean.....58%
Counselor.....19%
VoTech Dean.....19%
Dean of Students.....50%
Other (who?).....35%

2. Do you budget for institutional research?

Yes.....35%
No.....65%

3. Are you content with, need more, need less, institutional research on your campus?

content with.....38%
need more.....58%
need less.....4%

4. Are your institutional research procedures adequate for your needs?

Yes.....46%
No.....54%

5. Do you think this sort of information on a state-wide basis will be useful to you?

Yes.....80%
No.....12%
No opinion.....8%

Mayall, Michael M. Attitudes of College and University Presidents and School Superintendents in Member Institutions of Southern Association of Colleges and Schools Toward External Doctoral Degrees and Programs. Doctor of Education (Higher Education), North Texas State University, August, 1976, 149 pp., 39 tables, bibliography, 44 titles.

ABSTRACT

The emphasis of this study was placed on the nontraditional doctoral degree and programs and the views held by school system superintendents, junior/community college presidents and baccalaureate granting college and university presidents toward this concept. Particular attention was given to the views of those chief administrators in relation to the acceptability of the nontraditional external doctoral degree in their institution for both prospective new employees and current effective employees. Utilized in this study were some aspects of external doctoral degree programs across the nation to determine how the educational management structure viewed these items.

External doctoral degree programs are in the embryo stage in the United States. There has been little done in the way of research to provide future doctoral candidates with answers as to the acceptability of these new degrees and programs in educational institutions.

This study consisted of several phases. The first phase was the development of an instrument to measure the attitudes of school system superintendents, junior/community college presidents, and baccalaureate granting college and university presidents toward external doctoral degrees and programs. Items for the initial instrument were based on ideas contained in various sources that were researched for this study. A Likert-type attitude scale was chosen and developed into an instrument meeting the criterion to measure the attitudes of school superintendents, junior/community college presidents, and baccalaureate granting college and university presidents toward the external doctorate concept. The initial instrument was presented to a panel of jurors for their consideration to establish the face validity of the instrument. The instrument was reconstructed using the suggestions of the jurors. Some items were changed and others were deleted. The reliability of the instrument was established at .92 using the test-retest technique before the questionnaire was mailed to the samples.

Three samples were drawn, one from the population of school superintendents, one from the population of junior/community presidents, and one from the population of baccalaureate granting college and university presidents using a stratified random technique. A questionnaire was sent to each of the 458 individuals in the study. There were two follow-up attempts made to obtain as many of the questionnaires as possible, resulting in a return of 348 questionnaires. An additional phase of this study involved the data that were compiled from the questionnaires returned by the three samples. Research hypotheses were tested, using analysis of variance. This statistical technique was used to determine if there were significant differences in the attitudes of school system superintendents, junior/community college presidents, and baccalaureate granting college and university presidents in relation to the statements on the instrument. Part A of the questionnaire contained descriptive data on the respondent and his institution.

Part B contained general statements on the acceptability of the external doctoral degree for prospective employees and current effective employees. Part C contained specific statements concerning the characteristics of external doctorate programs. Part D contained descriptions of specific external doctoral degree programs. All hypotheses were concerned with relationships between attitudes of school system superintendents, junior/community college presidents, and baccalaureate granting college and university presidents on statements in parts B, C , and D of the instrument.

Findings

As a result of an analysis of data from items on the instrument, the following results were found through the use of the analysis of variance technique:

1. There was no significant difference between the attitudes of chief administrators toward the external doctoral degree based upon the funding source of the instution they represented. The F ratio obtained was 3.6297, resulting in a level of significance of 0.0576. Although the F ratio was not significant at a minimum of .05, it was approaching significance at that level for new employees. The F ratio obtained for present employees was 1.6511, resulting in a level of significance of 0.1997 which did not reach the minimum of the .05 level of significance for present employees. Additional study may indicate significance for new employees.

2. Chief administrators holding at least one external degree had attitudes more receptive toward acceptance of the external doctoral degree in their institution for prospective new employees. The F ratio obtained was 4.9648, resulting in a level of significance of 0.0265 which exceeded the minimum level of .05. Significant differences were found in the relationship between respondents holding an external degree and the acceptance of the external doctoral degree earned by a new employee.

3. There was no significant difference in the attitudes of chief administrators holding at least one external degree toward the acceptance of the external doctoral degree in the institutions they represented for current employees. The F ratio obtained was 0.1158, resulting in a level of significance of 0.7339 which did not reach the minimum of .05 level of significance. This indicated that chief administrators holding external degrees were more favorable in their attitudes toward the external doctoral degree earned by a new employee.

4. Junior/community college presidents held significantly more positive attitudes toward acceptance of the external doctoral degree in initial employment in their institutions than did school system superintendents. The F ratio obtained was 6.5837, resulting in a level of significance of 0.0108 which exceeded the nimimum level of .05.

5. There were no significant differences between the attitudes of junior/community college presidents and baccalaureate granting college and university presidents in the acceptance of the external doctoral degree in the employment of a prospective employee. The F ratio obtained was 0.6328 which did not reach the minimum level of .05.

6. College and university presidents overall held more favorable attitudes toward the acceptance of the external doctoral degree in the initial employment of an educator than did school system superintendents. The F ratio obtained was 18.3525, resulting in a level of significance of 0.0108 which exceeded the minimum level of .05.

7. There was no significant difference in the attitudes of chief administrators overall toward the acceptance of the external doctoral degree for new employees compared with their current employees. The F ratio obtained was 1.8460, resulting in a level of significance of 0.1745 which did not reach the minimum level of .05.

8. There was no significant difference in the attitudes of chief administrators overall toward the acceptance of the external doctoral degree in the employment of prospective new employees or promotion of current employees based upon institution size. The F ratio obtained was 0.4121, resulting in a level of significance of 0.5222 for current employees. The F ratio for new employees was 0.8262, resulting in a level of significance of 0.3652. Neither F ratio reached the minimum level of .05.

9. Chief administrators' attitudes overall were significantly more positive toward the external doctoral degree in direct relationship to the similarity of the degree with the traditional doctoral degree. The F ratio obtained was 25.6636, resulting in a level of significance of 0.0001 which exceeded the minimum level of .05. It should be pointed out, however, that this statistic was not unexpected due to the antipodic nature of the means compared.

The following findings were not found by statistical tests of the data obtained, but rather, were judgments made based upon the mean responses of those involved in the study compared with a predetermined criteria as to the absolute requirements necessary for acceptance of the doctoral degree.

For acceptance of the external doctoral degree, the granting institution should:

1. have achieved full regional accreditation;

2. be established and recognized for its traditional programs;

3. be associated with known institutions of higher education;

4. be a non-profit educational institution;

5. require at least two years equivalent study beyond an earned master's degree;

6. utilize formal written and oral examinations prior to candidacy.

In addition to the previously listed attitudes of the chief administrators involved in this study the following also were expressed toward acceptance of the external doctoral degree. The granting institution may:

1. issue the doctor of arts or other new doctoral degree;

2. utilize an open time-frame for completion of its courses and course requirements;

3. utilize doctoral projects and theses in lieu of the traditional dissertation;

4. utilize advanced placement with credit for previous educational experience and accomplishment in the field of study.

Conclusions

The following conclusions were made on the basis of the findings as indicated by the attitudes of school superintendents, junior/community college presidents, and baccaluareate granting college and university presidents from member institutions of Southern Association of Colleges and Schools toward the external doctoral degree.

1. Although the external doctorate may be accepted in many institutions, the traditional doctoral degree continues to have strong advantages to the holder in terms of initial employment and promotion.

2. In the acceptability of the external doctoral degree, the quality of the doctoral program and the characteristics of the granting institution are extremely important factors.

3. Many external doctoral degrees are viewed by chief administrators in a similar context as the previously defined "degree mills"; however, full regional accreditation and the institutional characteristics of the granting institution do affect these attitudes in a more positive direction.

4. In the investigation of the acceptance of the external degree in institutions accredited by Southern Association of Colleges and Schools, a considerable number of chief administrators are still undecided concerning the crucial aspect of acceptance and many factors pertaining to the doctoral degree and the granting institution.

5. Attitudes of administrators toward the concept of the external doctorate are favorable.

6. Many chief administrators are receptive to changes in traditional doctoral degree programs which have been previously associated with external doctoral degree programs and are a departure from the traditional doctorate program.

Recommendations

In view of the findings and conclusions of this study, the following recommendations were made:

1. Educational institutions must develop specific policies as to the nature of the doctoral degree acceptable at that institution for initial employment and promotion.

2. Prospective doctoral students must carefully evaluate the acceptance factors of the external doctoral degree prior to making a commitment to such a program.

3. Curr t traditional doctoral degree programs must evaluate carefully their present requirements in light of what is demanded, and what is only a matter of tradition for the institution and the degree.

4. Other studies must be undertaken to determine administrative attitudes in other areas of the United States towards the acceptability of the external doctoral degree.

5. The Southern Association of Colleges and Schools must develop more expertise in and criteria for the accreditation standards as they apply to institutions granting external doctoral degrees.

6. In regions where doctoral study is not readily available to educators, an alternative such as the Graduate Career Development Center in the Dallas-Fort Worth area may be considered.

Appel, Victor H., and John E. Roueche. Installation and Assimilation of Educational Innovations in Vocational/Technical Programs in Post-Secondary Institutions: A Comparative Study. The University of Texas, 1978.

ABSTRACT

The dissemination and use of instructional innovations within community/junior colleges has not occurred to the extent envisioned by their developers. Many applicable, new instructional strategies has remained "on the shelf"--unused. It is clear that research is needed to gain a better understanding of the factors which inhibit and which facilitate the successful incorporation of instructional and other innovations.

The findings reported here represent the results of a 1976-77 USOE funded study, termed the Nova Project, at The University of Texas at Austin. The study was conducted in eight Texas community/junior colleges: Amarillo, Bee County, Grayson, Laredo, St. Phillips, Texarkana and Western Texas. It focused on the level of use of one instructional innovation, individualized instruction, by occupational/technical division instructors representing five program areas: automotive mechanics, electronics, mid-management, secretarial practice and vocational nursing.

Using questionnaire and interview data about the instructors' backgrounds and instructional practices, and data about the institutions in which they taught, the investigators sought to identify persons and setting characteristics which were predictive of the level of use of individualized instruction. Data on 67 occ/tech instructors were combined with subjective and objective institutional data about the eight target colleges studied, and used as predictor variables in an 84 variable, regression equation.

The results obtained revealed that person rather than institutional variables tended to be the most robust predictors--eight of ten significant predictors being of that type. The investigators found that instructors concerned about promoting collaboration with colleagues, were familiar with individualized instruction, who viewed this methodology as susceptible to trial use by a single individual, who valued their program area and believed others did, were female, active in professional organizations, and who were newer faculty were most likely to be high level users of individualized instruction.

Appel, Victor H., and John E. Roueche. Installation and Assimilation of Educational Innovations in Vocational/Technical Programs in Post-Secondary Institutions: A Case Study. The University of Texas, 1978.

ABSTRACT

As a companion effort to the Comparative Study carried out by the Nova Project at The University of Texas at Austin, the investigators sought to determine whether or not an educational innovation, the use of an Action Research Team (ART), could be successfully installed and function for a one year period within a community/junior college. This educational innovation, devised by Dr. Walter Sikes and his colleagues, was viewed as a mechanism with potentiality to find remedies for selected campus concerns, and thereby to contribute to improved organizational functioning. If successful, such a venture would provide evidence of the utility of planning institutional renewal efforts.

Consent was obtained from the College of the Mainland, a Texas community college, to permit the formation of such a team on that campus, and to allow the Nova Project to monitor the ART's functioning over a year period. Since only a single community college was involved, and the ART was concerned with a single task, the demonstration effort being reported can best be thought of as a case study.

After a one year period, it was found that the ART was still in existence, and indeed has been asked to remain in operation an additional year. During its initial year volunteer team members had been selected and procedures for the functioning of the ART learned. The processes by which organizational change can be promoted had been the object of considerable study and discussion. Using this information, a realistic problem area of concern had been chosen: promoting a "greater sense of community" among faculty, administration and staff. Information has been gathered relative to the problem and corrective interventions planned and carried out. It appears as if the demonstration effort was successful, and can serve as a model to other community/junior colleges.

Auvenshine, Anna Lee Banks. Readability of Junior College Textbooks. Ed.D. dissertation, Baylor University, 1978.

ABSTRACT

This study proposed to find differences existing between textbook readability levels and junior and community college freshmen reading abilities. The study was concerned with the total student sample and the sample divided into its ethnic group representation, Anglo-American, Black-American, and Mexican-American students.

An analytical approach was used in this study. The data were gathered from four small junior colleges in north central Texas. A total of 334 students participated in the study. According to ethnic groups represented, 224 Anglo-American, 58 Black-Americans, and 32 Mexican-Americans participated in the study. A total of 1,833 textbook samples from 33 textbooks used by these students was examined for the readability study.

The Diagnostic Reading Tests were used to determine the reading abilities of the students. Textbook readability was determined by the Dale-Chall readability formula and Robert Williams' table for rapid determination of readability scores.

Discrepancies were discovered between the mean readability of textbooks in the study and the mean reading ability of students participating in the study. Discrepancies were likewise found between the mean readability of textbooks and the mean reading ability of each ethnic group represented.

The mean textbook readability was grade-levels 11 and 12. A wide distribution of readability levels was found in textbook samples ranging from grade-level 4 and below to grade-level 16.

The mean reading ability of the total student population was grade-level 10. Mean reading abilities of ethnic groups were as follows: Anglo-American, grade level 10; Black-American, grade-level 7; and Mexican-American, grade-level 8.

The mean readability of textbooks was one to two levels above the mean reading ability of the Anglo-American sample. The mean readability of three textbooks was equivalent to the mean reading ability of these students while 30 textbooks were above their ability. There were 420 textbook samples at, 143 samples below, and 1,270 samples above the students' mean ability.

The mean textbook readability was four to five levels above the mean reading ability of the Black-American sample. The mean readability of all 33 textbooks was above the mean reading ability of these students. There were 26 textbook samples below and 1,807 samples above the students' mean ability.

The mean textbook readability was three to four levels above the mean reading ability of the Mexican-American sample. The mean readability of all 33 textbooks was above the mean reading ability of these students. There were 117 textbook samples at, 26 samples below and 1,690 above the students' mean ability.

The data indicate that textbooks and many textbook passages examined are too difficult for the majority of students in the study. The majority of students in the study are unable to make maximum use of their textbooks.

Based on the findings of this study, it was recommended that reading skills of junior college freshmen be examined before classes begin and whenever possible limited skills be developed before a student is admitted to regular college classes. It was recommended that more skills-development programs be implemented. When skills-development programs are not available, textbook supplementation should be provided.

ABSTRACT

Cox, Diana Hester. "Multiple Approaches for Freshman Composition." Education 5587-1, Special Projects. Spring, 1978.

Supervisor: Dr. John E. Roberts, West Texas State University.

Purpose

The problem of offerings of freshman composition to students of varying communication skills has been a perpetual one. In the last 5 years at Amarillo College, offerings have gone from 1 basic composition course to a choice of 5 alternatives. The reason for this expansion is student needs. Exploring course contents, teaching methods, and creditable success provided a challenging study.

Framework

The study was done by examining options for entering freshman: Credit by Examination, English 131 (structured), English 131 (PSI) with English 111, English 1310 (self-instructional), English 1310 (structured), and English 131 (Mini-Course).

Procedures

Methods for collecting data for this study were diversified: interviews, memoranda, statistical information, collecting and sorting of printed material pertinent to each course, readings in professional journals, and personal experience as one of the teaching staff involved in each course.

Conclusion

The findings of the study were these:

1. There is a need for available options for entering freshmen.
2. The options have been set up with student needs in mind.
3. The options have been constructed carefully.
4. The students are satisfied with the options.
5. The Department of English has been innovative and responsible in keeping up with student needs.

Availability of Copies

Copies are not available.

ABSTRACT

ADULT LEARNING NEEDS IN HILL COUNTY
1976-77

Elbert C. Hutchins
Academic Dean
Hill Junior College, 1977

Purpose of the Study: The purpose of the study was to investigate the conditions surrounding adult learning in Hill County, Texas. The study attempted to discover the extent to which adults in the area would seek additional learning, what potential problems they might encounter, and what conditions might favor continued adult learning. Finally, the attitudes of respondents toward Hill Junior College were also included as a major part of the study.

Procedure: A survey instrument, developed originally by Educational Testing Service and used with their permission, was adapted and utilized for the present study. A survey sample was selected by using a numbeical code and a list of names covering Hill County residents. Students selected from sociology classes taught at Hill Junior College delivered the questionnaires to the research sample and collected them when completed.

Data analysis followed. All responses were summarized on data sheets and the combined data for each questionnaire item were cross tabulated by sex. The data were further reduced to tabular form for ease of interpretation. All data were presented as frequencies and percentages; no statistical treatments were carried out.

Findings: Research conducted for this study resulted in the following findings:

1. Seventy-three percent of the adult population of Hill County would actively engage in additional learning, given the opportunity to do so.

2. Crafts, business skills, physical fitness, sports, gardening and home repairs are the most popular subjects for continued learning among residents of Hill County.

3. Relating to the conditions of learning preferred by Hill County adults, most prefer credit for learning, want to study one or two nights per week, for one semester or less. Most would-be learners prefer traditional lectures, classes, and conferences. A junior college or vocational school would be acceptable learning centers, and most potential learners expect to pay at least $25.00 for thier learning experience.

4. Potential learners in Hill County see learning as a way to be better informed and as a source of personal enjoyment and enrichment. They seek learning for its own sake, to become better citizens, happier people, and to gain new friends. Many would also use new knowledge to get a new job or to advance in their present work.

5. The important barriers to continued learning by Hill County adults include lack of time, dislike of full-time schooling, home and job responsibilities, and costs.

6. Most adults in Hill County would go to a school or social counselor to obtain educational information and advice.

7. Attitudes of adults in Hill County toward Hill Junior College are exceptionally good.

Conclusions: Based on the findings of this study, the following conclusions were reached.

1. That Hill Junior College should move quickly to increase the comprehensiveness of learning opportunities for both traditional and non-traditional students.

2. That Hill Junior College should design a delivery system which will minimize or eliminate as many potential barriers to continued adult learning as possible.

3. That Hill Junior College should commit resources to provide a flexible program of learning opportunities designed for the potential learners identified in this study. Possible options to be explored will include off-campus instruction, self-directed learning, correspondence study, short-term conferences, packaged learning materials, televised instruction, amplified telephone instruction, individualized learning and on-the-job education.

4. That Hill Junior College should make every effort to retain the high level of community support and goodwill identified in this study. The following actions are recommended: improve public information services using the newspaper, college students, and the radio; improve college publications, and utilize public school counselors for distributing information about the college.

A limited supply of the full report (53+ pages) is available at $4.00 each plus postage from:

Hill Junior College Bookstore
P. O. Box 619
Hillsboro, Texas 76645

Hedayantia, Mostafa. Identification of Basic Characteristics of Managing Higher Education by Objectives. Doctor of Philosophy (Higher Education), North Texas State University, August, 1977, 152 pp., 11 tables, bibliography, 100 titles.

ABSTRACT

The main purpose of this study was to identify basic characteristics of managing higher education by objectives (HEBO). Six interrelated and interdependent research questions, which reflected other purposes of the study, were established. A sixty-two-statement questionnaire, from the review of MBO literature, was developed to use in the study. Statements were categorized into (1) philosophy of the educational enterprise, (2) identification of institutional goals, (3) specification of objectives, (4) definition of role responsibility, (5) the implementation process, (6) evaluation of organization, and HEBO limitations and requirements. Participants were requested to respond to each statement on a three-point Likert scale consisting of "Agree," Disagree," and "Modifications."

Twenty MBO experts, ten from higher education and ten from business/industry, participated in the study and validated the contents of the criteria instrument. In addition, the perceptions of fifty-five national authors concerning the MBO concept and implementation procedures were analyzed. The data were collected during February 1977.

Findings--(1) Administrators and managers agreed with MBO principles but utilized different means and different directions to approach and implement the system. Jurors and authors also agreed as to setting goals and objectives and working toward the desired terminal results. (2) The majority of authors and jurors agreed with statements concerning a "refined mission statement" for a college or university, working from an HEBO philosophic platform, defining role responsibilities, and implementing procedures. (3) Jurors and authors agreed that HEBO increases knowledge of organizational and professional goals and objectives, and it also improves performance and communication. (4) MBO experts and authors agreed to efficient implementation procedures, according to the model proposed in the study, which included effective leadership and utilization of consultants.

Conclusions--(1) Experts and authors approved the characteristics of managing higher education by objectives (HEBO) as proposed in the study. (2) In order to be efficient and effective, an HEBO program should contain a mission statement, clear goals and objectives, well-defined role responsibilities, and also evaluation. (3) The HEBO implementation process requires more than a mere decision to institute such a program; it requires strong leadership, orientation programs, and MBO consultants. (4) Any HEBO model should have as its major purpose the securing of higher performance accountability. (5) In the policy- and decision-making process, the overall constituencies of a higher education should get involved in connection with HEBO implementation.

Recommendations--(1) Perceptions of faculty and staff in regard to HEBO should be analyzed. (2) Perceptions of academic administrators and faculty concerning the LEBO system should also be analyzed and compared. (3) All higher learning institutions operating on the MBO system in the United States should be studied and their managerial operations should be compared for results. (4) Before a higher education institution initiates an HEBO program, it should conduct a pilot study in one of its units for the purpose of program's desirability, feasibility, and cost-effectiveness. (5) Chief administrators should operate on the HEBO system during the first year, and others should get involved in subsequent years. (6) The proposed HEBO characteristics should be implemented in coordination with other managerial techniques, such as PERT, PPBS, OR, Delphi, and MIS. (7) The basic characteristics of managing higher education by objectives, proposed as a model on the basis of the results of the study, may be utilized by any college or university which is ready or desires to use the MBO system of management.

Buller, Paul. A Study of Selected Goals Among Community Colleges as Perceived by Chief Administrators, Faculty and Students. North Texas State University, Spring, 1978.

ABSTRACT

During the era of the 1960's, post-secondary education enjoyed some of its most promising years in terms of abundant resources. Recently, however, higher education has had to struggle for adequate funding, for students, and for public acceptance. There is evidence of a growing disenchantment with higher education in its present form, and it is that condition which has stimulated the research reported in this dissertation. More specifically, this report focuses on the matter of goals in higher education.

Several studies have undertaken the task of investigating institutional goals, including those by Balderston, Gross and Grambsch, Cohen and March, and Richman and Farmer. One of the most current is the report prepared by Richard E. Peterson of the Educational Testing Service in conjuction with the state of California. These studies are generally well known, however they do leave empirical gaps which the student of higher educational goals and goal systems must investigate.

First, these studies have, for the most part, been regional in nature and the degree of transfer value is limited. Therefore, unstudied regions might well need to take an introspective look at their goal systems. Also, these investigations have focused on the entire spectrum of higher education, leaving the matter of specific study in specialized segments such as the liberal arts college, the state university, or the small parochial schools, to someone else.

Perhaps the need for the study could then be summarized by the following:

1. Goals are imperative in institutions of higher education, especially as limited resources have to be allocated among competing goals and as external critics become more demanding and students more selective.

2. Institutions generally have poor goal systems characterized by the fact that goals are (a) seldom developed in a well-organized fashion, (b) seldom written down and made available to everyone in the institution, (c) seldom reviewed and revised intelligently, and (d) seldom arrived at democratically.

3. Aside from a recognition of general need among individuals in higher education, little empirical consideration is given to goals in higher education.

Therefore, a study specifically of Texas community college goals would be helpful to those engaged in that segment of education and would also add to the present accumulation of knowledge about higher education goals.

The purpose of this study was to gather information relative to the goals of Texas community colleges from the point of view of three internal constituent groups; chief administrators, faculty, and students. Further, the

study answered certain questions which state the concerns of this dissertation. Gernerally the questions make the following inquiries:

1. What are both the perceived and preferred goals of the community college in rank order, in view of each of the respondent groups?

2. Is there agreement within each respondent group as to perceived and preferred goals in the community college?

3. Is there agreement among each respondent group as to perceived and preferred goals in the community college?

4. What patterns will emerge from comparing the present goals of each respondent group with those they prefer?

Thirty-two college presidents, thirty faculty, and 180 students responded to a goals inventory providing the data from which interpretations, conclusions, and recommendations were obtained. The research methodology was primarily descriptive utilizing means, standard deviations, histograms, and rho tests.

The main portion of the questionnaire contained an institutional goals inventory comprised of forty-eight goal statements. Those responding to the questionnaire were asked to rank each goal statement, using a five point scale, somewhere between "of little importance" and "of great importance." Further, they were asked to respond to the goal statements both as they presently perceived them to exist and as they would wish them to be. In other words, there was both an "is" and a "should be" response for each goal statement. From this information the investigator planned to make inferences regarding twelve selected and more comprehensive goals.

In order to accommodate the calculations required to summarize the large number of cases and variables generated by the research, the data were subjected to a preprogrammed statistical analysis package called Statistical Package for the Social Sciences. Once the data were coded and punched onto the card medium the data were then processed using procedures available in the SPSS system and the following analytical strategy was developed:

1. Means were computed for each goal statement for each respondent group. The SPSS code for this procedure is Condescriptive. By this process means were obtained for each goal statement in both "is" and "should be" categories making a total of ninety-six scores per respondent group.

2. The next step was the calculation of the general goal mean for each respondent group by using the four goal statement means in each area. This, in effect, collapses the four goal statements which describe a general goal into one category providing a general goal mean according to constituent groups.

3. The third procedure was the development of histograms using the SPSS operation frequencies. This visual study was reinforced by the use of rho tests whereby each constituent group was compared with the other to determine whether a significant correlation existed.

4. The following step in the analysis involved calling for the standard deviation procedure. This was computed for each goal statement, and each general goal and was produced as a part of the Condescriptive operation. This was a measure of the tendency toward internal agreement or disagreement within respondent groups.

The research methodology utilized in this study revealed the following findings and conclusions:

1. Both faculty and student groups preferred that Individual Student goals be higher than they presently were.

2. All constituent groups expressed a high interest in those student goals which develop the whole person and provide job training. A much lesser interest was shown in academic and intellectual goals with faculty exhibiting the greatest interest followed by chief administrators and finally students.

3. Societal goals which provide for immediate gratification or close-at-hand benefits were rated of top priority by all groups.

4. Societal goals which are designed to preserve the wisdon of the past, assure the expansion of knowledge or generally change society were rated of lowest priority by all groups.

5. Both faculty and students preferred that Institutional goals rank much lower than they presently do. The exception was the goal dealing with Constituent Autonomy/Freedom. This goal was perceived low and preferred much higher.

6. Chief administrators perceived all of these general goals to be of medium importance and preferred them to remain the same.

7. All goals tested scored rather high with all constituent groups averaging mean scores of 3.35 for perceived and 4.35 for preferred goals. This suggests a considerable amount of homogeneity among institutions.

8. Some confusion existed within faculty and student groups regarding present goal systems. Administrators, on the other hand, tended to agree with one another regarding present goal systems and priorities; all groups agreed among themselves regarding preferred goals.

9. There was no consistent agreement among the constituent groups regarding present goals. There was, however, greater agreement among the faculty and student groups than among the administrative group when it was paired with either students or faculty. There was agreement, however, among respondent groups concerning preferred goals of the community college.

10. Disagreement by constituent groups as to the status of present

goals suggests that contemporary goal systems are unclear, especially to faculty and students.

11. Chief administrators see the institution in a more favorable light than do other groups and see much less desparity between what "is" and what "should be" within the institutions.

12. Both faculty and students want more autonomy and freedom within the college.

13. Students would like to see a goal system more meaningful to their own interests, especially in developing the human personality and job training.

14. Both faculty and students suggested too much emphasis was being placed on institutional goals.

15. No group tested showed an interest in research, social or political involvement and improvement on a long-term basis, or in artistic creativity.

16. Every group studied expressed a great interest in aiding and improving the local community, especially in terms of meeting its manpower needs and of providing educational opportunity for its citizens.

The following recommendations are suggested for consideration;

1. It is recommended that each institution pay particular attention to the development of a goal system carefully articulating major goals and setting goal priorities.

2. It is recommended that all campus constituent groups be involved in the development of an institution's goal system since prudent management and governance must certainly include (and perhaps start with) the development of an institutional goal system.

3. It is recommended that every effort be given by all constituent groups to be sensitive to institutional goals and be committed to them. Inter-institutional communication and mutual trust are necessary components of a working goal system, as well as by-products, and since they are necessary to any sense of commitment, it is further recommended that they be included as part of the goal system.

4. It is recommended that institutional goals, aims, and priorities be made known to everyone on campus and further that they be periodically reviewed and updated through the regular governance pattern.

5. It is recommended that institutions concern themselves with the development of patterns of daily operation which reflect and are consistent with their institutional goals.

6. It is recommended that administrators critically view institutional goal systems encouraging criticism from other internal constituent groups.

7. It is recommended that faculty and students take a greater interest in institutional goals rather than focusing on student or societal goals.

8. It is recommended that developed goals be measurable and further that a pattern of evaluation be developed.

9. It is recommended that community colleges develop goals and goal priorities based on genuine need rather than on any effort to emulate or do the "in thing."

ABSTRACT

A COMPARATIVE ANALYSIS OF LOW-COST AND FULL-COST PRICING OF UNDERGRADUATE HIGHER EDUCATION IN THE STATE OF TEXAS

George Theron Miller, Jr.
The University of Houston, 1978

Supervising Professor: Dr. Gene Atkinson

The study reported in the paper compares the monetary impacts of the Texas system of higher education finance with the most likely impacts of the Higher Education Opportunity Program on the State of Texas and its taxpayers, students and their families, and colleges and universities, to determine: (1) under which plan the State of Texas and its taxpayers would spend less financially; (2) under which plan students and their families would spend less financially; (3) which plan is more equitable in its treatment of students and their families; and (4) under which plan colleges and universities would gain more financially.

The study was limited to consideration of the financial or monetary impacts of each plan, as opposed to a full "economic" assessment, on the undergraduate sector of the state's higher education system for the academic year 1975-76. This was the latest year for which reasonably accurate information was available.

The major findings of the study were: (1) the State of Texas and its taxpayers would spend less financially under the Higher Education Opportunity Program; (2) student-family units with incomes under the $10,000 - $12,000 range would spend less financially under the Higher Education Opportunity Program; (3) student-family units with incomes above the $10,000 - $12,000 range would spend more financially under the Texas plan; (4) the Higher Education Opportunity Program is more equitable in its treatment of students and their families than is the Texas system; and (5) the study was inconclusive as to which plan would have afforded colleges and universities the better financial treatment.

Availability of copies:

Single Xeroxed copies of abstract available upon request from

George T. Miller
College of the Mainland
8001 Palmer Highway
Texas City, Texas 77590

Dissertation deposited in the University of Houston library and University Microfilms (Ann Arbor).

Paschall, Morris J. A Study of Perceived Leadership Styles of Administrators within Selected Colleges and Universities in Texas. Doctor of Education (Higher Education), North Texas State University, December, 1977, 130 pp., 16 tables, bibliography, 72 titles.

ABSTRACT

The primary problem with which this investigation is concerned was the assessment of the perceptions of lower-level administrators as to leadership styles they see to be in effect in their respective colleges and universities in Texas. Secondary problems of the study were to determine which styles prevail, whether administrators tend to share similar styles, and to assess the relationship between the styles of leadership and other characteristics of the school and administrators.

The purposes of this investigation were to

1) identify the administrative leadership styles in effect,

2) determine the prevailing leadership styles among presidents and lower-level officers,

3) test the assumption that lower-level officers select leadership styles similar to those styles perceived to be descriptive of chief officers and other administrators,

4) determine if the type of institution (public/private) is a factor in the choice of leadership styles,

5) determine if institutional size is a factor in the choice of leadership styles,

6) ascertain if age is a factor in the choice of leadership styles,

7) determine if educational level is a factor in the choice of leadership styles,

8) determine if institutional level is a factor in the choice of leadership styles,

9) ascertain if tenure in an administrative position is a factor in the choice of leadership styles,

10) determine if administrative position is a factor in the choice of leadership styles.

A survey instrument was developed to assess the perceptions of lower-level officers as to their own personal leadership styles, the styles of their chief officers, and the styles of other officers from the various colleges. The instrument was presented to a panel of jurors to establish its validity.

Research questions were answered by rank ordering percentages of responses for interpretation. Also, the Rank Order Correlation Coefficient technique was used. The chi square test of independence was used to test all research hypotheses. The hypotheses were either retained or rejected at the .05 level of significance.

Analysis of findings revealed the most popular styles of leadership were democratic, pragmatic-functional, and organismic. The prevailing style of leadership of the chief officer was democratic. Lower-level officers tend to select leadership styles similar to those styles they perceived to describe chief officers. The following characteristics of the institution or administrators were not significant factors in selecting leadership styles: public/private colleges, institutional size, position of the administrator, educational level of the institution, and years in an administrative position. The age and education of the administrator were significantly related to leadership styles. The administrators, for the most part, were educated in academic disciplines that were not management related.

The following major recommendations were made:

1) Research studies are needed to describe the educational background of persons entering the field of higher education administration.

2) Further research is needed to understand age as a factor in selected leadership styles. This study revealed significant relationship, but additional study may help to delineate specific styles found among various age groups.

3) Further study is needed to qualify the current assumption that leadership is flexible or changes to meet the situation. The situations for public and private colleges are different, as well as for junior and senior institutions. However, this study revealed no significant impact of institutional type and level upon leadership styles.

4) Further study is needed to ascertain if a choice of leadership style of the administrator is influenced by the style of the chief officer.

ABSTRACT

Williams, Frank Phillip. A STUDY OF DIFFERENTIAL PERCEPTIONS OF LEADERSHIP BEHAVIORS OF COMMUNITY COLLEGE DEANS OF INSTRUCTION AND THEIR RELATIONSHIP TO THE JOB SATISFACTION OF DIVISION/DEPARTMENT CHAIRPERSONS IN TEXAS. Unpublished doctoral dissertation, University of Houston, May, 1978.

Committee Chairperson: Dr. Barton R. Herrscher

Purpose

Three purposes were identified for this study; first, to determine if a relationship exists between the leadership behavior of community college deans of instruction and job satisfaction of division/department chairpersons; second, to determine if there exists a difference between the leadership behavior of deans of instruction as perceived by the deans of instruction, the college presidents, and the division/department chairpersons; third, to determine if there is a difference between the job satisfaction results of a study by Dr. C. H. Sumrall (1976) of Texas teachers and the job satisfaction results of this study on Texas community college division/department chairpersons.

Procedures

The subjects for this study were 31 community college presidents, 31 community college deans of instruction, and a stratified sample of 80 division/department chairpersons, at least two from each college, from 31 community colleges in Texas. Division/department chairpersons were administered the Job Descriptive Index (JDI) and the Self Reported Job Satisfaction Form. Division/department chairpersons and presidents were administered the Supervisory Behavior Description (SBD). Deans of instruction were administered the Leadership Opinion Questionnaire (LOQ). Twelve null hypotheses were tested.

The Analysis of Variance (ANOVA) was performed to determine the significance of the difference between the two independent means of each subscale of the LOQ and the SBD for the three role groups taken as a whole, for presidents versus deans and chairpersons, and for chairpersons versus deans. A post hoc comparison was conducted, where appropriate, to test the significance of difference between the means of the deans and presidents. Pearson product-moment correlations were calculated to determine the relationship between the SBD scales and the JID scales. Pearson product-moment correlations were also calculated to determine the relationship between the SBD scales and the Self Reported Job Satisfaction Form scales.

Findings

The leadership style of deans of instruction was identified in this study to be generally at the moderate level for both Consideration and Initiating Structure.

The division/department chairpersons indicated they were moderately satisfied with their Work, People, and Supervision; had low satisfaction with opportunities for Promotion, and neutral attitudes toward Pay.

A significant positive relationship existed between Consideration and Supervision. The results indicated that the main factor affecting the job satisfaction of chairpersons was the nature of the supervision offered by the dean of instruction.

It was also found that the results of this study were very similar to the results of the Sumrall (1976) study, except that Texas teachers rated their supervisors higher in Consideration and lower in Initiating Structure than the supervisors rated themselves, while division/department chairpersons rated the deans of instruction lower in both dimensions than the deans rated themselves.

Recommendations

Based on the findings of this study, the following recommendations are suggested for improving management practices:

1. Management training seminars and workshops for all college administrative personnel should include the results of current research and should emphasize the adoption of leadership styles that are high in both Consideration and Initiating Structure.

2. Job descriptions for all administrative personnel should clearly define responsibilities and authority, and should state performance expectations compatible with the philosophy and goals of the institution.

3. Efforts should be made to improve communications among and between all administrative and instructional levels.

4. A system of participative management should be implemented which will permit involvement in decisionmaking by administrators, faculty, and students.

Further Research

Recommendations for further research are:

1. Research is needed to determine the causes and effects of middle road management in community colleges.

2. Research is needed to determine corrective measures to improve job satisfaction for personnel in all categories.

Availability of Copies

Single Xeroxed copies of abstract available upon request from

Dr. Frank T. Williams, #2 Legend Lane, Houston, Texas 77024
Dissertation deposited in the University of Houston Library and University Microfilms (Ann Arbor).

Research Items Received

Researcher:	James J. Cook
Institution:	Texas Tech University
Topic:	THE PERCEIVED EFFECTIVENESS OF COMMUNITY SERVICES PROGRAMMING AT TEXAS PUBLIC COMMUNITY COLLEGES
Researcher:	Nancy M. Dixon
Institution:	North Texas State University
Topic:	A DETERMINATION OF THE PERCEIVED COMPETENCIES NEEDED BY SUPERVISORS FOR THE SUPERVISION OF INSTRUCTION WHICH IS CONDUCTED BY PART-TIME FACULTY IN A SELECTED COMMUNITY COLLEGE DISTRICT
Researcher:	Alylene Hegar
Institution:	North Texas State University
Topic:	THE RELATIONSHIP BETWEEN MOTIVATIONAL CHARACTERISTICS AND ACHIEVEMENT IN ALTERNATIVE INSTRUCTIONAL MODES IN A COMMUNITY COLLEGE INTRODUCTORY PSYCHOLOGY COURSE
Researcher:	Richard Carman Jolly
Institution:	Texas Tech University
Topic:	AN EVALUATION OF THE FUTURE OF STUDENT AFFAIRS: A GUIDE TO STUDENT DEVELOPMENT FOR TOMORROW'S HIGHER EDUCATION BY CHIEF STUDENT PERSONNEL ADMINISTRATORS IN TEXAS COMMUNITY COLLEGES
Researcher:	John L. Lolley
Institution:	North Texas State University
Topic:	USE OF INSTRUCTIONAL RESOURCES BY COMMUNITY JUNIOR COLLEGE OCCUPATIONAL INSTRUCTORS

To obtain copies of items not included in this publication, contact the author.

AMARILLO COLLEGE
P. O. BOX 447 — PHONE (806) 376-5111
AMARILLO, TEXAS
79178

March 30, 1978

TO: All Members of Texas Association of Junior and Community College Instructional Administrators

FROM: R. Eugene Byrd, Chairman
Research Committee

SUBJECT: Annual Research Report

At the Research Committee meeting held on February 16, 1978, at the TJCTA Conference, the committee approved establishing a new format for the Annual Research Report. A copy of that format is attached. The results of the committee meeting, including an explanation of the new format and procedures, were reported to the association meeting Saturday, February 18.

Three main objectives for these changes are:

1. To encourage the inclusion of more in-house reports from the junior colleges

2. To provide more comprehensive coverage of research relating to our interests

3. To strive for a more uniform layout

In order to meet these objectives, the guidelines as attached will be used in the publication of the 1978 Research Committee Report.

Items should be forwarded to me by May 1. An ad hoc committee will assist in selecting those reports to be included.

Proposed Format for the Annual Research Committee Reports of the TAJCCIA

1. Selected Complete Reports

   a. Selected by a sub-committee of the Research Committee
   b. Criteria for selection

      (1) Requested by Deans at annual June meeting
      (2) Breadth of interest or applicability
      (3) Significance of findings
      (4) Et cetera

2. Annotation or Abstract of Reports

   a. Include all space will allow
   b. Organize by topics covered
   c. 100-300(?) words in length

3. List of all Reports Submitted

   a. Organized by topics
   b. Organized by colleges submitting reports

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